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Mr. Lederman was born in New York City in 1931. He received his B.A. degree from the College of the City of New York, and his M.A. from New York University.

Following service in research capacities with several manufacturing firms, he joined the Chamber of Commerce of the United States as Assistant Manager, Department of Manufacture.

Mr. Lederman joined the staff of the Director of the Columbus Laboratories of the Battelle Memorial Institute where he was Senior Research Advisor in charge of Federal Budget and Economic Studies. He served in the Washington, D. C. offices of Battelle from 1963 to 1970 and conducted and participated in a number of research projects related to R&D in various fields. Mr. Lederman joined the NSF staff in 1970 as Deputy Head, Office of Economic and Manpower Studies.

Mr. Lederman served as a Consultant and Coordinator to the President's Task Force on Highway Safety and as Executive Secretary on Public Engineering Policy Task Force on Roles of the Federal Government in Applied Research.

UNIVERSITY OF WISCONSIN NEWS

Scientists tend to be cold, unemotional people. They cannot appreciate the beauty of nature, and scientific truths once established never change--true or false?

These are a few of the popular stereotypes a recent University of Wisconsin-Madison survey tested.

Professor Robert Siegfried, chairman of the history of science department and designer of the survey, was pleased with the results.

In questioning more than 200 upper classmen, he found few students who believed in the stereotypes of the cold, quasi-human scientists or the absoluteness of science.

Two of every three participants felt that -- contrary to what some literary works might imply -- a scientific understanding of nature enhances an

individual's appreciation of its beauty.

Other results showed:

An awareness that the scientific method is not an automatic way of obtaining new truths about nature, and that a man or woman does not have to eliminate personal beliefs to be a creative scientist.

THE IOWA SCIENCE TEACHERS' JOURNAL

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